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The Southeastern Librarian

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Teaching With Books—A Symposium¹

CAN WE TEACH WITH BOOKS?

Introductory statement by

A. F. KUHLMAN, *Moderator*

The subject of our symposium is: "Can we teach with books?" More specifically, it should read: "Can we teach with library materials?"

This is a most appropriate problem for college and university librarians to consider because the report of the U. S. Office of Education on the average circulation of books per student in college and university libraries for the academic years of 1951-52 shows a decline to 32.5 withdrawals. As compared with 51.7 for 1939-40—a decline of 37.13%. Use of reserve books declined from 30 to 15.7 and general circulation declined from 21.7 to 16.8 withdrawals per student.

In our symposium this morning it will be assumed that we are addressing ourselves to this subject on the college level, since this is the College and University Libraries Section of the Southeastern Library Association. However, the basic principles of how we can teach with library materials are the same for all teaching levels on which there should be heavy reliance upon our intellectual heritage as represented by the printed page.

Ideally our panel this morning should have included a college president or dean and some college teachers who are interested in and have mastered the art of teaching with library materials.

The question "Can we teach with books?" is, in a sense, an old one. Professor Justin Winsor (librarian at Harvard 1877-97) raised it in 1880 in a *Circular* on "College Libraries

as Aids to Instruction," published by the U. S. Bureau of Education.

Over the years there have always been some college instructors who have performed as if they were interested in teaching with library books. But I fear they have been, as a rule, in the minority. We all know some such teachers in our own institutions.

Historically, the question "Can we teach with books?" was raised in an important manner in the late 1920's and again in the 1930's. In the late 1920's Dr. Frederick Keppel, then President of the Carnegie Corporation, questioned whether college libraries were playing an important role in the teaching process. He decided that his Corporation should discontinue its program of putting large sums of money into new public library buildings, and instead, do something to increase the usefulness of the liberal arts college library.

To implement the Corporation's new program, an Advisory Group on College Libraries was set up in 1928. It initiated and developed a whole series of significant measures. Among them were the following:

- 1) William Randall visited 125 college libraries to make a first-hand study of them and of the institutions they served. He devised a score card to gather data on 205 college libraries covering such items as physical plant, collections, financial support, personnel, and adequacy of the catalog. With these data he prepared the first book on *The College Library* published in 1932.

1. This symposium was presented at the Saturday morning session of the College and University Libraries Section at the Roanoke Conference of the Southeastern Library Association.

2) Simultaneously, Charles Shaw, with the help of many college librarians and teachers, compiled for the Advisory Group a *List of Books for College Libraries* in print in 1930.

3) The Advisory Group had James T. Gerould prepare a book on *College Library Buildings* published in 1932.

4) Upon recommendation of the Advisory Group the Carnegie Corporation gave more than a million dollars to eighty-three carefully selected college libraries for the improvement of their collections. One objective in these grants was to bring to the attention of college presidents, deans and teachers the importance of the library in the teaching process.

5) The Corporation, through its Advisory Group, developed a set of minimum standards for college libraries.

6) Between 1934-37 it developed a similar program for junior college libraries, including \$300,000 in grants to ninety-two junior colleges to improve their collections.

Then followed grants to improve the collections of other types of institutions of higher learning, including teachers colleges, Negro, state and technological colleges.

Further, teaching with library materials received the attention of the regional accrediting bodies in the early 1930's—notably the North Central Association. In its study of the four-year liberal arts college, it discarded the old quantitative approach in measuring the adequacy of college libraries. Under Douglas Waples' direction, an attempt was made to develop qualitative measuring rods using as approaches to their problems: check lists of useful periodicals and reference books for college libraries, qualifications of personnel, expenditures by subject fields for books and

periodicals, and use of library materials.

Then, in 1937 the Association of American Colleges became interested in the role that the college library should play in the educational program of colleges. Dr. Harvie Branscomb was selected to study the educational effectiveness (rather than the administrative efficiency) of the college library. As a part of his study, several local studies were set up, some sixty college libraries were visited, many college librarians and college presidents were interviewed, and the published literature bearing upon the college library was studied and used.

Dr. Branscomb's chief interest centered in the *use* that was being made of the college library. His first question was: *how much* do undergraduates use the library? In undertaking to measure the use of the college library he wisely cautioned that the usefulness of a library cannot be measured by circulation statistics because the library is an educational institution and genuine education is a matter of awakening and growth. The stimulating and awakening power of library activity defies measurement. Sometimes "the reading of a single book has been known to change a life."

Keeping this caution in mind and being aware of the limitations of statistics of recorded college library circulation, Branscomb tried to determine the extent and effect of library usage. Fortunately, a whole series of studies of college library usage had either just been made or were in progress when Branscomb made his study, and he was able to draw upon them. These studies seemed to show that the average college student (in the 1930's) was withdrawing about twelve books per academic year from the general collec-

tion. His withdrawals from the reserve collection totaled between fifty and sixty per year, involving about half that many titles. [Branscomb qualified these figures by pointing out that these averages were exceeded in some institutions but there were others that fell below. He also recognized that there was much unrecorded and unmeasured as well as unmeasurable use of college libraries.]

Upon closer study, however, Branscomb and several other students of library usage found that the statistics showing average use do not tell the real story of library usage. These men found that from 10% to 42% of students whose use of the college library was studied in several colleges withdrew no books and as many as 55% made only negligible use, i.e., less than one book per month. Also, the recorded use of the college library would be lower were it not for the presence of a small number of students who take out a great many books. Conversely, the mass of undergraduates make very little use of their college library.

After reviewing these data Branscomb said: "It seems evident that college faculties are making only a very limited use of the library in their teaching. In a number of colleges there seems to be better libraries than are needed. . . . In spite of all its growth the (college) library has not been fully integrated into the major program of the college. This is as true from the faculty side as from that of the library itself." (p. 37)¹

After analyzing these startling and sobering data which show that a large number of undergraduates make no use whatever of their college library and more than half make only a

negligible use, Branscomb tried to find out wherein lay the difficulty—with the student, the instructor, or the library? His first question was: what difference does library usage make upon the student's record or scholarship as measured by grades? Here statistics showed only a slight correlation between the number of books borrowed and scholastic attainment. In fact, Dr. McDiarmid who studied this problem in seven colleges concluded that "the number of titles read by each student has little to do with grade point average." (p 40) It was only when students' records were divided into four groups according to grades received that there was some evidence that students who received a lower than D average grade had borrowed fewer library books than students in higher grade groups.

Branscomb recognized that many factors entered into a student's grades as well as into his performance as a student, and he introduced some evidence showing "the looseness and carelessness with which some instructors regard the library aspects of their course." The most flagrant case being one showing circulation for four sections of a history course in one university in which the library reading of one class of sixty-nine students for the course totaled only twelve withdrawals for the entire class, or .16 circulations per student. This compared with an average circulation of 9.50, 8.25 and 17.50 respectively per student for each of the other three sections of the course.

After reviewing these data in search of an answer to the question of why students use the library so little, Branscomb concluded: "They do not use the library books because in a great deal of their work they do not have to; they can do quite acceptable work, in some cases possibly bet-

1. Page references herein to Harvie Branscomb's *Teaching with Books*. Chicago, American Library Association, 1940.

ter work, without doing so." (p. 52) Continuing he says: "One gets the impression from the data surveyed, however, that the library is a stage removed from the vital center of the work of teaching. . . . A large number of teachers apparently could get along very well without extensive libraries, at least for the greater number of their students. If libraries are to be used only for their reference works, or for the researches of the faculty, or for certain special aspects of the instructional program, the facts should be plainly recognized and the institution developed along lines best suited to serve these ends. From the use made of them in undergraduate teaching, the case could be made that many colleges have better libraries than they need. . . . The fact which confronts one is that the library is not functioning in close and vital connection with the teaching program. The individuals responsible for this are the college president . . . the librarian, who has been content and at times desirous of running his show in his own way, and the faculty, who have in too many cases been willing to temper the wind to the shorn lamb. . . . Books in the library are useless unless they are used, and in a college this means primarily used for the teaching purpose for which the institution exists." (p. 52-53)

Branscomb places responsibility for inadequate use of library materials directly upon the faculty in failing to make such use an essential element in the educational process. (p. 79-80)

The data and discussion in Branscomb's report are not all discouraging. In introducing Chapter Four he points out that the data presented in earlier chapters raise two questions: "Should students use the library to an appreciably greater extent than at present? The second is a practical

matter. Can students be induced to do much more reading than at present?" Branscomb then presents annual circulation statistics for a half dozen or more colleges which reflect a marked use of library materials. These schools are Southwestern, Antioch, Lawrence, Olivet, Bennington, Reed and Stephens. While Branscomb does not make a detailed analysis of the educational and library programs of these schools, I venture to say that there are some good reasons why these institutions had such noteworthy records of library usage.

On the basis of my study of conditions in these colleges and their libraries, as well as on the basis of our experience with the curriculum and library usage under the New Plan at Chicago, I would say that the educational effectiveness of a college library presupposes or requires eight essentials:

- 1) The college must have clearly defined educational objectives that the administration, the faculty and library staff understand, believe in, and consciously strive to attain.
- 2) A library-centered curriculum and appropriate methods of instruction must be devised to attain these objectives.
- 3) The library's collection should be built up primarily by the faculty and with a view of implementing the instructional program.
- 4) The college librarian and his professional staff should be related to the faculty, the curriculum and to teaching methods so that they will understand what is to be done and can plan an active role. (Branscomb found that the proper field of the reference is vague and undefined. How reference service should be correlated with instruction needs clarification. (p. 10)
- 5) The library's collections and

services should be so organized as to expedite and encourage use. That should be true for reserve as well as general circulation and reference work.

6) The library staff—especially the librarian and his professional staff—should be academically as well as technically competent.

7) The educational goals, the curriculum, teaching methods and library practices and results should be examined and evaluated from time to time and should be revised so as to continue to improve their educational effectiveness.

8) Comprehensive examinations and other methods of measuring educational and library effectiveness seem to be a prerequisite to achieving and maintaining an effective college whose library plays a vital role.

With this as a frame of reference, I now turn this discussion over to my associate panelists with the hope that they will be able to tell us how we can teach with library materials and how we librarians—although we cannot require or dictate student use of our libraries—can play important roles in increasing the educational effectiveness of our libraries.

CIRCULATION SERVICE IN THE UNIVERSITY LIBRARY

DOROTHY E. RYAN¹

Circulation service in the larger university has as many opportunities to increase educational effectiveness as there are students and faculty members to be served. The problem is to discover means of making the students aware of the service and its advantages to them. Some faculty members do this for us. Serving them and their students is easy—just provide the materials requested and

1. Miss Ryan is head of the Circulation Department, University of Tennessee Library.

maintain a working system of circulation records. Other faculty members are too busy to use the library fully and do not become aware of our services without some help from us. My remarks are directed toward finding means of establishing rapport with both faculty members and students in the larger institution.

There are, of course, certain inherent obstacles to teaching with books in a large university. The size of the student body and its variety of backgrounds, particularly in a state university, are not conducive to the informal discussion group method of teaching in which books are introduced as tools of learning. In lecturing to large classes, instructors may mention certain books that might be interesting to read, but there is little time for subsequent discussion of the books after students have had an opportunity to read them. Hence, there is little follow-up and probably less reading.

The size of the campus and the physical location of the library may be another obstacle. Classrooms and laboratories are often several blocks from the main library and there is not time during the school day for frequent trips to the library. This can be somewhat offset by the use of telephone and messenger service, or by the establishment of branch libraries in subject areas which can be appropriately separated from the general collection.

Another factor present in many large universities is the non-resident student body. Many of the students are commuters who must leave the campus immediately after their last class to ride from twenty to fifty miles home. Miss Lantz told me recently of a student who is coming to the University of Tennessee by bus three days each week from Bryson

City, N. C., a distance of some eighty miles across the mountains. How can we provide library service to her when she is in class all the time she is here? Fortunately, she is taking Library Science courses and we can leave it to Miss Lantz to inculcate in her the library-use attitude. And we will certainly circulate to her whatever materials she needs for overnight use before the nine o'clock overnight charge-out hour whenever it is possible to do so.

Faculty members in the large university frequently do a considerable amount of research. This may bring them to the library, but it does not always result in their spending time in the library introducing their students to the materials available. The research man needs privacy and the necessary tools for his work. These the university library must provide. By helping him we may eventually reach his students because there is a correlation between his successful research and his attitude toward the use of libraries by others.

Finally, the university library must serve both graduate and undergraduate students, often from the same desk. If it is possible to have a college library within the general library, this problem may be simplified. But until that is possible we must have space, books, and regulations suited to both groups.

Having generalized about some of our problems, let us now be specific about possible solutions for them. In talking with a history professor about how we might help him teach with books, his first suggestion was the one which, I am sure, occurs first to librarians, i.e., making books easily accessible. We will not go into the question of open versus closed stacks here, but circulation librarians should consider it in the light of the immediate situation and should review the

decision from time to time. If we decide that closed stacks are necessary for the maintenance of order and for proper care of the collection, then we should provide some substitutes for direct access to books. Among these are open shelf collections of recently acquired books, browsing rooms, and liberal use of temporary stack permits to persons who have legitimate need or inclination to use the stacks. At the new University of Wisconsin Library, stack permits are granted to graduate students on a year-long basis, to juniors and seniors on approval of their faculty advisors, and "sophomores and freshment are encouraged to obtain entrance cards for limited periods so that they may work on term papers and similar research projects."²

It may be necessary to provide branch libraries in classroom buildings that are located at some distance from the library. This is another subject that should be considered in the light of the local situation and reviewed from time to time. No librarian want to disperse the collection to such an extent that students are forced to travel all over the campus to do one piece of research, but there are some areas in which there is little overlapping in use. Also, some duplication of titles is not a bad thing. It is better to provide three copies of a good book in three different places if it will be read widely than to have one of these copies sit on the shelf in main library waiting to be discovered.

The circulation librarian can help make books accessible by constant attention to maintenance of the collection. It is impossible to give good service if the stacks are not in order.

2. Griffin, L. W. and Kaplan, Louis. "Wisconsin's New University Library After Two Years," *College and Research Libraries* 17: 391, 1956.

There should be planned and supervised shelf-reading as well as daily checking of work done by shavers. I will not take time here to describe the means of accomplishing this, but refer you instead to Mr. Jessie's manual on shelf work.³

It goes without saying that the circulation librarian in a large university must set up and maintain a systematic organization of circulation procedures. Recent library literature contains many articles on various schemes for simplifying circulation operations. Helen Geer has written an excellent book on *Charging System*⁴ and the chapters on circulation operations in Tauber's book on *Technical Services in Libraries*⁵ provide an additional survey of the subject. There are color key and the tab systems, Gaylord and Dickman charging machines, photographic charging methods, IBM and McBee Keysort punched card systems, and many other locally devised schemes. It is important to select the one best suited to the library and to maintain it in an orderly fashion.

After we have put the stacks in order and set up the best possible circulation system, the next step toward helping students and faculty get the most use of books is to provide timely instruction in the use of the library. In the larger institution this may be done through instruction to groups and through the use of handbooks, campus radio and TV programs, and by assisting the Reference Department in its program of instruction. The instruction to undergraduates is usually given at the time freshmen are assigned a long research

paper to write for an English course, when the motivation to learn how to use the library is strong. Instruction to graduate students is often given by reference librarians who have the research tools that will be needed at hand. But the circulation librarian can help by explaining arrangement of stacks and use of the classification system in a particular subject area. In addition to general subject instruction to classes, the circulation staff must be alert to the needs of individuals and available to give on-the-spot assistance in the use of the collection.

Finally, the circulation service in the university library, as in all other libraries, is only as good as its staff. Here, even more than in the smaller college, it is essential to have a friendly, informed, and understanding group of people ready to serve students and faculty. To many people the size and architecture of the library building is intimidating, the classification of books is a mystery, and the card catalog forbidding. The circulation staff must recognize the needs of all the varying individuals who come, analyze their problems quickly and unobtrusively, and often assist them without being asked to do so directly. To do this they must become acquainted with as many people as possible both inside and outside the library. The professional staff should seek acquaintance with the faculty in campus and association activities as well as in administering to their expressed library needs. If the library is located away from the center of the campus, it is especially important that the librarians be mobile. It often happens that the professor will ask the librarian whether a certain book is available when he sees him at the faculty club or the AAUP meeting, and the libra-

3. Jesse, William H. *Shelf Work in Libraries*. Chicago, American Library Association, 1952.

4. Geer, Helen T. *Charging Systems*. Chicago, American Library Association, 1955.

5. Tauber, Maurice F. *Technical Services in Libraries*. New York, Columbia University Press, 1954.

rarian is able to send it to him by messenger within a few hours.

The non-professional staff must be carefully selected and systematically trained in the routines so that efficiency can be maintained; but at the same time they must be imbued with the idea of helpful service. University librarians are fortunate in having the field of recent graduates to draw on for desk assistants. They already know many of the students and faculty members who come in and are able to understand their needs. In order to serve their clientele reasonably and efficiently, they must use judgment in the breaking of rules as well as in keeping them.

An English educator writing in 1929 on the function of the university had this to say: "The universities are schools of education and schools of research. But the primary reason for their existence is not to be found either in the mere knowledge conveyed to the students or in the mere opportunities for research afforded to members of the faculty.... So far as the mere imparting of information is concerned no university has had any justification for existence since the popularization of printing in the 15th century. The justification for a university is that it preserves the connection between knowledge and the zest for life, by uniting the young with the old in the imaginative consideration of learning. This atmosphere of excitement, arising from imaginative consideration, transforms knowledge. A fact is no longer a bare fact: it is invested with all its possibilities."⁶

Thus it is the human element that transcends the transmission of knowledge through books which makes teaching an artistic endeavor. It is the

function of the circulation librarian to make accessible the books needed by the faculty in effecting this goal of education.

THE SMALL AND MEDIUM SIZED COLLEGE LIBRARY

By JOHNNIE GIVENS¹

Dr. Kuhlman asked me if I would bemoan the problems or dream into the future of "Teaching with Books" in the small and medium-sized college library. I want to do both. Am I not in an enviable position? You have no argument with me. We are all in agreement—we believe in teaching with books or materials or anything that will be helpful in teaching. And we are a closed group. There are no master professors of English, or Mathematics, or Geology, or Russian among you to refute any of my complaints. So here we sit, safe from all college presidents, in whom rests the final responsibility, says Branscomb,² and like maiden aunts we can talk about how the teachers are partially teaching our students.

Since it is so obvious that no one can make use of a book which he does not have, I suppose it is logical to term the circulation department of the library as the port of final responsibility for students using books. Reasoning along this line, I assume it is safe to blame the circulation department if students are not receiving, getting or asking for the books to be taught by and with. And Dr. Kuhlman has quoted us figures to show that students are not taking home as many books now as they formerly did. I wonder why.

When I stopped to think, it seemed

6. Whitehead, Alfred N. *The Aims of Education and Other Essays*. London, Williams and Norgate Limited, 1929, p. 188-39.

1. Miss Givens is assistant librarian, Austin Peay State College, Clarksville, Tennessee.

2. Branscomb, Harvie. *Teaching with Books*. Chicago, American Library Association, 1940, p. 84.

to me there are at least five reasons why a student might not give a book a chance to further his education. Not necessarily in order of occurrence or importance but just as they came to me, I will give them to you for your consideration. 1) The student doesn't know what he wants, so how can he use the library? 2) Even when he knows what he wants, he does not know how to find the material. 3) The book he wants is not easily accessible to him. 4) The resources are limited on the subject with which he is working. 5) He does not even come for the material because he has not felt the need or has no interest in satisfying the need. Any one or combination of more than one of these reasons can play havoc with circulation statistics.

Before we go into more detail as to the responsibility of the circulation department for each of these situations, let me define our terms, if we may become educationists ourselves for a moment. This is the picture of the small or medium-sized college library. The collection numbers less than 75,000 volumes and is staffed by from one to five librarians. The library is housed in a centrally located wing or building on the campus, because the campus is small enough to be reached in every corner. There are few if any separate collections, the bulk of the volumes being housed in one place. The stacks are open and the collection is built primarily by the requests and selections of the instructional faculty. The budget is small, but in most instances to satisfy the requirements of regional and local accrediting agencies. The librarians are professionally trained and filled with hopes and aspirations and ideals for the service to the campus and community at large. Then why are we failing?

I may be just a little prejudiced, but I am not at all sure that the entire blame for students not utilizing the library to its fullest extent in their educative process rests entirely with the librarians, and even more pertinent to the point of discussion this minute, certainly not entirely with the circulation librarians. So, unless you have settled yourself for, perhaps, a delayed convention nap, let us think in turn about each of the reasons I have listed and establish a line of defense. Do we have one?

I think we do when the student does not use the library because he does not know what he wants in the way of service or material from the library. For an instant let us forget about the free reading or interest satisfying reference he may do. Certainly every librarian should and does meet each request with the enthusiasm such a request deserves. But what about those needs which are a part of every course in the curriculum? Must we take the blame for not answering the questions resulting from a misunderstood or incompletely made or poorly conceived assignment? Certainly, it is not totally ours! Just as we all know faculty who would lose their voices in the classroom as readily as they would have to do without library resources, so do we know others who either view the library and its staff as a convenient substitute for an unprepared hour or seem to flatter us by thinking we, unwarned, can take an unlimited number of freshmen with an unlimited number of topics, or each with the same topic, and satisfy the request no matter how obscure the subject may be. And the only classroom direction given has been to point in the direction of the library. It is true, we may be lacking in back-

ground information or even subject information. But for the student to know what he is looking for helps. And when administrators, both college and library, realize that on the small college staff little time for professional research and study and preparation can be taken in an eight to five schedule, then perhaps we will enjoy a schedule which allows for these within the working day in the same ratio as our classroom associates. For as my song on our campus goes, "They must keep abreast of only one field, and we must teach in all."

We must accept responsibility for the second reason I mentioned for students remaining uneducated. For years the library staff has initiated, cooperated with, and successfully executed instruction in library practices and procedures for the entering and often returning college student. We are all familiar with the various plans and degree of success which may be expected from each. We have read, or written, or spoken about them before. Just to go on record in expressing thanks for the faculty assistance we have received and to urge that we seek more, I leave you to evaluate how these plans may deter or increase the use of library books outside the library. We certainly are making the attempt to eliminate any blame because the student does not know how to find the material.

The third and fourth reasons why the student may fail to use the library seem to reflect little blame in the direction of the circulation librarian. It is hard today to find a librarian who is a keeper of books instead of a believer in using books, so if a title is not easily accessible to the student who calls for it, the reasons may be entirely out of the hands of the profession. Open stacks with its advantage of browsing also brings the disadvantage of a mis-shelved

book; a small campus with its centrally located collection also may bring a centrally used single copy because there is not money for additional copies; or the growing size of the Music or Science or Social Science faculty may emphasize the static size of the library staff with the delay in service this may cause. Each of these problems can be handled differently at different times and there is no mail order solution nor is there professional departmental blame. Likewise, if I asked each of you to raise your hand if you have holdings other than books in your collections, I have no doubt that every hand in the room would go up. So, while the resources on a student's topic may be limited because the faculty has been lax in building the collection in that area, certainly we are facing the problem on the college level of supplying materials for instruction instead of books. And since this is a problem which has been a topic for discussion in both professional literature and meetings, suffice it for us today to say that we are extending our resources to meet the advances in educational psychology and theory and practice, and our blame here is not that of negligence.

Thus far I seem to have built up quite a case for the circulation librarians. Maybe we have no blame, for certainly it is the responsibility of the faculty to challenge the student to feel the need of the library in his education and to hold the "big stick" over him until he is interested in meeting this need. So perhaps the case rests. But just as I have tried to point to a joint responsibility in the other areas, so here, too, do we fulfill a need. Too often, I believe, we have been at fault in allowing the library to be considered as a tool

which can be adapted to any subject area instead of making it a resource division within each subject area. Let me be more specific. My ideas are not new. They have been tried in part on some of the campuses Dr. Kuhlman mentioned, and they come in part from ideas found in the literature last year, last month, or even the next issues of professional journals. But they have not been tried on any wide scale nor on the small, relatively poor campus. Here, too, I think it would prove its worth.

First, let us cease to make a speech-worn cliché of "The library is the center of the curriculum" and initiate it as a fact. Instead of requiring courses in library instruction with assignments correlated to the subject courses being studied by the students, let us reverse the situation. Would it not be worth the solving of whatever problems arise, to offer with each subject course a seminar, weekly, bi-weekly, monthly—in which a professional librarian helps the student to use the library resources in solving the projects or problems or assignments he meets in the subject area? Of course, this cannot be done if it is an added assignment to an already-busy staff member. So I go even farther in projection and suggest a staff member who might be called a "circulating" librarian. He or she would be a subject matter consultant, well schooled in library practices and deep rooted in a philosophy of library usage in education. He or she would work in the classroom, conference room, stacks, or wherever there was need for planning and making known the value of the library in supplementing the lecture and the textbook, both to the student and to the faculty. He or she would become in a very real way a teacher-librarian. It is neither an easy position nor is

it an inexpensive one. But it does offer a challenge.

Certainly a staff member such as this is not meant to take away from the individual contact now established by both circulation and reference librarians. Nor is it assured of startling, immediate success. It is something any staff member today could and would initiate, given the freedom from technical and janitorial duties, and the opportunity to follow an experimental plan. Let us awake from our dream and say aloud, "Today we will offer the same services while we are small which we dream of offering when we grow big."

TEACHING WITH BOOKS IN A REFERENCE DEPARTMENT

By GEORGIA H. FAISON¹

"The fact . . . that the library is not functioning in close and vital connection with the teaching program"² of its institution, as stated by Dr. Branscomb in 1940, and reaffirmed by Dr. Kuhlman in his introductory remarks to this panel discussion, was accepted by reference librarians a long while ago as an irrefutable and unpalatable truth. It has been the source of much of the frustration felt as well as the primary factor in limiting the effectiveness of reference service. Many contacts with the campus and its teaching program continue to be made, as it were, with direct communication lines down; or, more realistically speaking, before a direct communication system is installed. Too often students become the intermediaries between the faculty and the staff; the announcers of new curricular of

1. Miss Faison is reference librarian, Wilson Library, University of North Carolina.

2. Harvie Branscomb, *Teaching with Books*, Chicago, American Library Association, 1940, p. 53.

ferings; the interpreters of educational programs.

The responsibility for the library's failure to "echo the educational objectives which the institution has defined,"³ may be laid, according to Dr. Branscomb, upon the president, the librarian, and the faculty. "To sum up," he writes, "it is to be said without hesitation that the fundamental need of the college library is to develop a distinctive program of its own."⁴

This service would be essentially different from the public library pattern borrowed years ago, in that the general nature of interpretation of library resources and fact finding of the old would be correlated with the instructional assignments of its institution to produce the new. It is obvious enough that this "distinctive library program" would call for the conscious and concerted efforts of both faculty and library staff before the library could be made to function "as an integral part of the educational process for which the college exists."⁵

Dr. Kuhlman's table of proposed requirements for the educational effectiveness of a college or university library could be accepted as the blueprint for Dr. Branscomb's "distinctive program."

The task assigned to each of the panelists today is to evaluate the service we individually represent in terms of these requirements that we may measure the progress, if any, of the educational effectiveness of our respective library.

Unhappily, the library situation as it was described in 1940 has not changed materially. The gulf separating the faculty with their academic disciplines from the librarians with

their technical "know-how" has not been bridged. Invitations to participate in curriculum-making councils or to listen in while plans for educational objectives are being drawn are not issued generally. Many obstacles without the library building as well as weaknesses within need to be met frankly and mastered before the conscious efforts of both groups can be merged into a coordinated effort to use fully and effectively library resources.

If I may be permitted a digression here, I would like to draw briefly upon some of Dr. Samuel Rothstein's findings in his *The Development of Reference Services Through Academic Traditions, Public Library Practices and Special Librarianship* for a clearer understanding of the nebulous foundations upon which reference service was laid. He gives his scope as the era from 1875-1940. His emphasis has been placed rather heavily upon the astounding growth of special librarianship. This, he says, may be traced through "the transformation of occasional and casual courtesy into a complex and highly specialized service of steadily increasing scope and importance."⁶

His findings, nevertheless, tell much of what was happening in university libraries and by deduction in the college library as well. He takes into account the indefinite policies governing the introduction of reference services; the familiar faculty-librarian relationship; and the prevailing influence of the public library pattern upon it. One angle of contemporary thinking is neatly summarized by citing an 1891 argument by William E. Foster, of the Providence Public Library, in which

3. *Ibid.*, p. 9.
4. *Ibid.*
5. *Ibid.*, p. 11.

6. Samuel Rothstein. *The Development of Reference Services Through Academic Traditions, Public Library Practice and Special Librarianship*. Chicago, Association of College and Reference Libraries, 1955, p. 100.

he advocated the appointment of special assistants for "the work of answering questions," so that the routine operations, presumably the acquisition and cataloging of books, might not be interrupted.⁷ "Personal service" remained a secondary responsibility throughout the nineteenth century. "By 1915," he adds, "reference work was ordinarily accepted as a necessary service of the individual library and in many cases was invested with the prestige of departmental status."⁸

This date corresponds roughly with the end of the textbook era in higher education and the change to diversified readings from many sources. In turn, the reserve book feature was added as an appendage either to the circulation or to the reference department as the case might be, and the use of the library by students mushroomed.

Since Dr. Rothstein's terminal date is 1940, the same as the publishing date of Dr. Branscomb's *Teaching With Books*, these titles may well be used to supplement each other. Neither lifts the stigma of vagueness and the lack of direction from reference service nor minimizes the faculty-librarian-relationship problem, nor does either offer a chart for guidance.

Among the flood of articles dealing with the use of the library, Patricia B. Knapp published one in the July issue of *The Library Quarterly*⁹ that places a large share of the responsibility for its non-use by students upon the faculty, but suggests an idea that might be put to good use by the librarian. This will be discussed later.

Writers of books and articles on

this subject are extremely good in detecting the weak spots in reference service, but are not as successful in suggesting practical directives to be followed in correcting them, or in providing accurate yardsticks by which the work itself may be measured. In lieu of these guides, the only alternative in discussing realistically the educational effectiveness of reference service in an academic institution is to present local experiences and practices and to call upon you to evaluate them.

Personally, I believe that the college or university is playing an important role in its institution's educational objectives, but in an unorganized and unskillful manner, unconscious, perhaps, of its full potentialities. In 1932 William M. Randall offered this pertinent criticism in his *The College Library* charging that: "The task of bringing about a contact between the books and the students is left largely to the faculty of the institution and to the least mature and inexperienced members of the library staff."¹⁰ Does this statement set you also to ticking off the hours that student assistants are left at our public service desks to influence the growth of our public relations? Or does it set you also to listing the endless interruptions that any person bearing the earmark of a librarian encounters while he is working at the public catalog, even if he should happen to be one of Mr. Foster's acquisition or catalog librarians? Such conditions as these must circumscribe the library's potential influence in developing its rightful place in its institution's educational program.

Despite the fact that the library in its public services is leaving undone

7. *Ibid.*, p. 29.

8. *Ibid.*, p. 37.

9. Patricia B. Knapp, "A Suggested Program of College Instruction in the Use of the Library," *The Library Quarterly* 26:224-231, July, 1956.

10. William M. Randall, *The College Library*, Chicago, American Library Association and University of Chicago Press, 1932, p. 54.

many of the things that it should have done, I still maintain that there is health in it, health now, and sufficient health to undertake a larger share in the instructional objectives. My conviction that the library is playing an important role in the institution's educational program rests upon the types of services that reference departments in both colleges and universities are now relied upon to provide.

At the University of North Carolina, the Reference Department has the responsibility of inducting the freshmen into the mysteries of library usage and the jurisdiction over the borrowing division of the interlibrary loan service. These two functions are definitely organized and recognized on the campus. They provide normal channels for making vital contacts with two of the largest groups within the student body, at opposite ends of the student range.

The reference staff is conscious of the faculty's interest in library resources and services as well as their genuine concern that their students become familiar with bibliographic and library techniques. The staff is conscious also of the impressive list of courses dealing with methodology and research materials offered by the various departments as prerequisites for graduate work. This information is acquired in part from scanning the University's catalog and from watching faculty members shepherding their flocks through the library, explaining its services as they go. Intimate knowledge of the contents of these courses, however, comes largely from the students who bring their assignments to the desk to have library practices explained a bit more clearly.

Supplying this type of information, which rightfully falls into the faculty-librarian classification of con-

ceted efforts, is very expensive and, in addition, a bit confusing to the student, for he often is given conflicting ideas about library techniques and the approaches to library resources. Before the course is completed, it is possible that there will have been a consultation with each member of the class, whereas one or two lectures to the group would have been equally as effective and far less costly in both time and effort.

Only a few invitations to participate in these orientation procedures are currently received. They come usually from the more recently created departments and not from those more deeply entrenched. For example, the Dramatics Arts seminar has for years held one of its early fall meetings in the library as a round-table discussion in which the semester's topic is analyzed bibliographically according to library techniques and practices. The *esprit de corps* established during one of these annual meetings has a lasting quality.

There are stimulating experiences when faculty problems fall outside the restricted limits of specific disciplines and the librarian's technical skills in wandering in and out of unrelated fields are sought and found useful; or, when consultations are held, balancing the strength of library resources against anticipated research projects.

The wide range of undergraduate demands are not as easily summarized. Many of them fall into a special category that might be characterized as the gap between assigned lists and the independent tapping of the library's resources through the media of catalog, periodical indexes and bibliographies; or, the uncultivated plains lying between the freshman orientation library lectures and the graduate

courses in methodology and research methods. Within this area lies another fertile field for faculty and librarian cooperation toward integrating the library with the teaching program of the campus.

I wonder often if the lengthy reading lists that fill countless shelves of the average college reserve reading rooms do not, in the end, limit the student's library adventure in discovering and exploring the library's resources for himself.

It is with this thought in mind that I would like to broow an idea implied in Mrs. Knapp's articles, "A Suggested Program of College Instruction in the Use of the Library," which was alluded to a short while ago, and offer it to you in this disguise. It supplies the basis of what should be an interesting experiment if the professors in charge of the lower division of undergraduate instruction could be persuaded to change the pattern of their reading lists.

The first section of this proposed scheme would contain a relatively short list of titles required of all students; the second, a longer list of suggested readings, from which selections could be made; and the third, a simple statement advising the students that additional material pertinent to the course could be found under specified headings in the card catalog and through the periodical indexes. The first two sections would be a directed tour; the third, an invitation to explore the library independently.

The idea behind this third section might be extended to the bibliographies, required of the students as appendages to their term papers, by asking each to cite subject headings, or other library aids that had been helpful in preparing the report.

As the student progresses through the junior and senior years, this third section would be expanded to meet his developing bibliographic and research needs. Should he chose later to enter graduate school, this acquired familiarity with bibliographic and library techniques would stand him in good stead, and supply a firmer foundation for the subject-field-centered bibliographic courses of his graduate years. If his choice should be otherwise, his college life still would have been enriched through a broader and more independent contact with the library's resources.

A plan such as this proposal, could be developed easily into a faculty-librarian cooperative enterprise, with the librarian assuming a large share of the responsibility for the third section. This would inevitably bring both groups into a closer relationship and a better understanding of the role that each might play in increasing the effectiveness of the library's resources.

In considering any plan, however, it is well to recall Dr. Branscomb's reminder that, "the college library is . . . not an end in itself . . ."¹¹ and that: "The fundamental function of the library is . . . to forward, rather than to originate, the educational program of the campus. It must provide the materials recommended, must remove so far as possible all barriers between them and the students, and must facilitate the flow of suggestion from class lecture, conference and syllabus to book contacts and book use. It is not only the connecting link between teaching and learning, but where students are intelligent and inquisitive the library can supplement from its rich resources what the classroom has failed to supply."¹²

11. Branscomb. *Op. cit.*, p. 81.

12. *Ibid.*, p. 82.

CAN WE TEACH WITH BOOKS?

By GUY R. LYLE¹

When we speak of library use, we usually have in mind the category of quantity. We use terms such as "two-week" and "overnight" loans, number of inter-library loans, etc.

When we speak of successful teaching, we have in mind the category of quality. The good teacher knows his subject thoroughly, prepares rigorously, presents material clearly; he is patient, courteous and helpful—these are all quality characterizations.

Consequently, in searching for an answer to the question "Can We Teach with Books," we cannot rightly look for evidence either pro or con in the quantitative statistics of the U. S. Office of Education, or even those in Branscomb's book, unless it can be demonstrated that these data are related to the quality of teaching. As a matter of fact, the most productive library use is probably not measurable at all in quantitative terms.

Although we cannot look to our commonly-kept statistics of use for an answer to our panel question, "Can We Teach with Books?", we know certain conditions must exist in the college library situation in order to promote the kind of *productive* library use which contributes to effective teaching. Dr. Kuhlman has suggested these conditions in broad, general terms; I wish to state them in more specific terms.

1) Certainly one of the most important things in the education of a young boy or girl is to develop his intellectual independence and maturity. While it is true that even the most superior student requires some reading guidance, his ability to de-

velop independent thinking habits is rooted in his freedom to choose his own reading matter—to a greater degree as he proceeds from the freshman to the senior level. The college library contributes to that independence by providing open shelves—free access to all books and journals. It is surprising how many colleges have not accepted this truism in spite of its long advocacy by teachers and librarians.

2) College libraries have grown rapidly in size during the past twenty years. I remember quite clearly when we used to have a regional accrediting association standard to the effect that a good college library should have a well-balanced collection of at least 8,000 volumes. Today four-fifths of the college libraries in the country have more than 10,000 volumes. Because of this growth, the size of collections in the older college libraries and in the university library may have reached a point where they can no longer be easily comprehended by the student. Where the collection is too large, it may be necessary to segregate a collection or group of books where the student is most likely to bump into them—what Paul Bixler at Antioch describes as a "core collection" restricted in number, somewhat restricted in reading level, but unrestricted in range of subjects covered.

3) Only in an adequate environment can the student do his best reading and study and the teacher his best teaching. So long as colleges continue to build dormitories designed and dedicated to fools' merriment, the college library is the last refuge for student study. But so frequently the student is repelled by dimly lit reading rooms, dingy quarters in the book stacks, and formal, drab furnishings. The library must cease being

1. Mr. Lyle is director of libraries, Emory University.

the low man on the totem pole, must be above the norm for the campus as a whole in comfort, lighting, ventilation, quietness, and furnishings. Not only must it provide the maximum in physical attractiveness, but it must also provide a variety of facilities—opportunity for the teacher and student to work together with books, opportunity for students to work privately and in quiet seclusion, and opportunity for students to smoke and talk together about their reading and studies. The college seeks to develop maturity. Developing maturity was never better defined than by the mother of a librarian I know who said, "it is expecting people to do their best and making them comfortable doing it."

4) The librarian and the teacher must work closely together. Librarians have worked harder on this aspect of improving educational effectiveness than anything else during the past twenty years. It is not a subject that needs to be debated or defended. It is a matter of specifics. In 1949, I enumerated the specifics of librarian-teacher cooperation in *The Administration of the College Library*, and it is time now for another up-to-date enumeration of these methods because we learn from the example of others. I believe such a study is important now because faculty-library cooperation methods have undoubtedly been influenced in recent years by our new open-shelf library buildings, by new materials such as paper-backs and audio-visual aids, and by the heightened sense of cooperation laid on the groundwork of the thirties and forties.

5) An age that does its thinking in slogans and its commercials in jingles is not the best environment for producing young people with good reading habits. I am not moan-

ing about the gadget-loving, vocational, non-bookish world in which we live and from which young people learn most of what they do know by the time they come to college. I like these gadgets too. The fact is we live in such an age and as a consequence fewer and fewer boys and girls come to college with good reading habits or with any real knowledge of our literary heritage. For this reason I think it improbable that students coming to college today are likely to be induced to read widely and discriminatingly with the conscious purpose of self culture. This was the appeal in my day. My parents and teachers were always telling me to "put away that trash" and read something good to improve my mind. I became self-conscious about it and even today I feel more comfortable reading the Sunday comics when no one else is around. I think the college student today will only learn to appreciate books and their importance in his education when he has found a book useful and helpful in his studies. Therefore, the background of education we want for students can best be gained by urging students to consult books for information, not through an appeal to literary heritage. Browsing is a familiar term to librarians. We must discover ways to encourage students to browse among reference books, to learn through use the difference between one type of guide, handbook, compendium, bibliography, etc., and another. We must use illustrations from the kind of problems they are confronted with daily in their studies to show how valuable and time-saving these reference books are. We must get the faculty to cooperate so that through constant use of reference books the students may learn what reference tools offer and how they

may be used efficiently. We must help students acquire through reference use general techniques of research that may be adapted to any particular discipline.

6) Finally, excellence in teaching and in study requires a constant broadening of the mind through wide, general reading. We have done many things to stimulate general reading and librarians deserve great credit for these efforts. I would suggest that

it is time now to give some attention to the study of the results of our efforts. If you are not already acquainted with such studies as have been made, I can only tell you that they are not too encouraging. We need more such studies, more thorough and complete studies, and we need to use the findings of such studies to improve our methods and procedures for encouraging good reading habits.

More About the Tobacco Literature Service

By MARGARET C. DRENOWATZ,
Head, Tobacco Literature Service

The Tobacco Literature Service of the D. H. Hill Library, North Carolina State College, which was announced in the Fall, 1956 issue of the *Southeastern Librarian*, was created to meet the need of tobacco research workers for control of materials in the field. Originally planned as a local service, its scope has been broadened to include workers in other tobacco-producing areas.

Financed by the North Carolina Agricultural Experiment Station and supported by the collection at the D. H. Hill Library, the Tobacco Literature Service publishes two types of information: the monthly *Tobacco Abstracts*, international in character of materials and dissemination, and the irregularly issued *Reprints Series*, a record of work published by staff members, of more limited distribution than *Tobacco Abstracts*.

By publishing an abstracting journal, it has been possible to provide broad research coverage of the field and at the same time to give

the user a means for establishing the value of any given article to himself. Thus depth control is provided on a selective basis through the user, who may request photocopies or translations of articles. When the final step of placing a wanted item into the hands of the user has been made, the Tobacco Literature Service has fulfilled its goal of the complete cycle of information. The preliminary steps of selecting and publishing *Tobacco Abstracts* are now well established, while the photocopying and translating services are not yet fully developed. Beginnings have been made, however, and it is hoped that this phase of the work will shortly be full-fledged.

Envisioned, planned and implemented under the guidance of the director of the library, Harlan C. Brown, the assistant director in charge of tobacco research, William E. Colwell, and Ralph R. Shaw, who needs no further identification, the Tobacco Literature Service hopes to make the contribution expected of it. We believe it will.

Southern Books Competition, 1956

By LAWRENCE S. THOMPSON

Twenty-five books produced by seventeen Southern printers and publishers in 1956 were chosen by the jury for the 1956 Southern Books Competition as the most distinguished Southern books of the year from the standpoint of typographical design and general physical appearance. As usual, the University presses dominated the scene, but nine publishers without specific academic connections also placed winners. In all, over eighty books were entered by twenty-four publishers and printers.

The University of Texas Press led with five books. The University of Oklahoma Press had four winners, and the University of Virginia Press had two winners. One each was placed by the following: University of New Mexico Press, University of Alabama Press, Ashantilly Press (Darien, Ga.), The Collins Company (Winston-Salem, N. C.), The Steck Company (Austin, Texas), University of Kentucky Press, Bur Press (Lexington, Ky.), Louisiana State University Press, Wolf's Head Press (Raleigh, N. C.), Attic Press (Richmond, Va.), University of North Carolina Press, Colonial Williamsburg, Inc., John F. Blair (Winston-Salem, N. C.), and the South Carolina Archives Department. Other participants were the Vanderbilt University Press, the Southern Methodist University Press, the John Knox Press (Richmond, Va.), a private group in Charleston, S. C., publishing an eightieth birthday appreciation for Alice Ravenel Huger Smith, the Duke University Press, and the University of Georgia Press, and

the William Byrd Press. The Louisiana State University Press book was designed in Baton Rouge but produced by the William Byrd Press.

The jury for the 1956 Southern Books Competition consisted of Ray Nash, Department of Art and Archaeology, Dartmouth College; Roderick D. Stinehour, proprietor of the Stinehour Press, Lunenburg, Vermont; and Stephen T. Riley, Massachusetts Historical Society. In reporting the winners, Professor Nash commented: "Few of us realize—I certainly did not—that there are home-grown Southern products in this field which can compete on even terms with the best work being done anywhere in the country." On the other hand, the jury found that our publishers and printers still have a great deal to learn. The jury discovered that too many houses were setting books in inferior types, impressing them unevenly on unsuitable paper, sewing them improperly, and binding them in bad taste. There were "woeful examples of imposition in unexpected places, books (usually of thirty-two page signatures) intolerably spongy and often showing the mis-matched pages of un-uniform folding, decent jobs otherwise marred by top stain dribbling down into head margins."

It is of some interest to note that three of the winning books were set by hand, viz., Clay Lancaster's *Back Streets and Pine Trees; the Work of John McMurtry, Nineteenth Century Architect-Builder of Kentucky* (Bur Press); Walter Harding's *Mr. Thoreau Declines an Invitation* (At-

tic Press); and Elfrida De Renne Barrow's and Laura Palmer Bell's *Anchored Yesterdays: the Log Book of Savannah's Voyage across a Georgia Century in Ten Watches* (Ashantilly Press. The Ashantilly Press, an enterprise of William G. Haynes, Jr., of Darien, Ga., is a welcome newcomer to a class of Southern printers hitherto dominated largely by Richmond and Lexington.

One public document, a volume of James Harold Easterby's monumental set of *The Colonial Records of South Carolina*, currently being published by the South Carolina Archives Department, was selected and given commendation by the jury as "good documentary work." It might well serve as an example for most of the state printers, a good proportion of whom get contracts as the result of political maneuvering and rarely care anything at all for the appearance of their product. One juvenile, O. N. and Henrietta Darby's *Favorite Stories* (The Steck Company) was chosen. This Austin publisher is responsible for some distinguished children's books that can rank with the best products of New York and Chicago.

Baskerville was the preferred type face, with six winners. Caledonia and Granjon came next with five each, while Caslon followed with four. The following faces were represented by one book each: Garamond, Waverly, Century, Bembo, Bodoni, Janson, and Cloister Oldstyle. Many competent designers, most of whom are men under forty, were responsible for the winning books. At Oklahoma Theodor Jung and Willard Lockwood are the designers, and at Texas VanCourt-right Walton and Richard G. Underwood are responsible for the superior work coming out of Austin. Richard Walser, professor of English at North

Carolina State College, designed his press's winning book, the late Mrs. Lilla Vass Shepherd's *The Old Ever New* (Wolf's Head Press). The jury was obviously struck by the felicitous use of a lavender cover, lavender end sheets, and two-color printing in black and lavender for the poems of this aristocratic Raleigh Lady, and Professor Nash submitted the succinct commentary, "Out of this World!" Another English professor, James B. McMillen of the University of Alabama Press, modestly avoids specific credit for his books (for many of which he uses the able designer, Eugenia Porter) but his insistence on high quality in the physical appearance of his press's books has brought distinction to publishing in Tuscaloosa.

Winning books in addition to those already mentioned, are the following (with jury comment in some instances): Harry Finestone, ed., *Bacon's Rebellion; the Contemporary News Sheets* (University of Virginia Press; designed by John Cook Wyllie, head librarian of the University of Virginia, who often doubles in brass as a press functionary; "venturesome presentation of history"); Johnny Riddle, *Ball Bearing Maintenance* (University of Oklahoma Press; "designer's intelligent control of mechanical material well backed up by excellent production details"); Fred Gipson, "*The Cow Killers*"; with the *Aftosa Commission in Mexico* (University of Texas Press); Paul E. and Blanche R. Alyea, *Fairhope, 1894-1954* (University of Alabama Press); Harry Ransom, *The First Copyright Statute; an Essay on an Act for the Encouragement of Learning, 1710* (University of Texas Press; "free handling of a technical subject"); Albert Dennis Kirwan, ed., *Johnny Green of the*

Orphan Brigade: the Journal of a Confederate Soldier (University of Kentucky Press); Almonte C. Howell, *The Kenan Professorships* (University of North Carolina Press); Eleanor B. Adams and Fray Angelico Chavez, *The Missions of New Mexico, 1776, a Description by Fray Francisco Atanasio Dominguez, with Other Contemporary Documents* (University of New Mexico Press); Ruth Underhill, *The Navajos* (University of Oklahoma Press; "fertile competence in design, high standards in execution—mature book making"); C. Harvey Gardiner, *Naval Power in the Conquest of Mexico* (University of Texas Press); Jane Lewis Carter, *A Picture Book of Old Salem in North Carolina* (The Collins Company; "beautifully done half-tones"); Emmette S. Redford, *Public Administration and Policy Formation: Studies in Oil, Gas, Banking, River Development, and Corporate Investigations* (University of Texas Press; "a well done 'contemporary' textbook"); Katherine E. Wheatley, *Racine and English Classicism* (University of Texas Press); Stephen Longstreet, *The Real Jazz Old and New* (Louisiana State University Press; designed by Donald E. Ellen-

good, director of the Louisiana State University Press, and produced by the William Byrd Press; "here's book making hot and sweet"); Earl Schenck Miers, *Rebel's Roost* (Colonial Williamsburg); Edith Hutchins Smith, *El Tigre! Mexican Short Stories* (John F. Blair; "lively designing triumphant over the poor choice of paper and typeface for the text"); Joseph Lindon Smith, *Tombs, Temples, and Ancient Art* (University of Oklahoma Press, "a volume good to look at, hold, read"); Thomas D. Clark, ed., *Travels in the Old South* (University of Oklahoma Press, 2 vols., "excellent design and production"); Charles Worth Smith, *The University of Virginia, Thirty-two Woodcuts*, with an introduction by Virginian Dabney (University of Virginia Press; "the printer added to his problem by using an unsympathetic paper but came to a decent result nevertheless").

Just as in the past years, several sets of the exhibit will be routed to Southern public and academic libraries. A handlist has been printed, and copies are available from Lawrence S. Thompson, University of Kentucky Libraries, Lexington, Kentucky.



BOOKS

Notes of books written by South-eastern librarians, published by Southeastern Libraries, or about Southeastern Libraries.

On January 15, 1957, the University of Virginia published *The Home Library of the Garnetts of Elmwood* by Harry Clemons, librarian emeritus of the University. In this delightful little volume, Mr. Clemons relates the history of the Garnett family, from England in the eighteenth century where members of the family gained notice as literary men and scholars, to Virginia where the family became well known in politics, education, and religion. "Elmwood" in Essex County on the Rappahannock was built shortly before the Revolution and was given as a wedding present to James Mercer Garnett. It was under his direction that the library, later presented to the University of Virginia, was begun. The actual guiding hand behind the final development of the collection was Muscoe Russell Hunter Garnett (1821-1864), his grandson, a widely read, highly educated man, who in the course of educating himself designed and collected the major part of the library.

From 1864, the year of his death and of his wife's departure for the safety of her home in New Jersey, until 1938, the collection was untouched, the house having been closed for most of this period. At that time, when the new Alderman Library was completed, Mrs. J. Clayton Mitchell, daughter of M. R. H. Mitchell, gave the collection to the University of Virginia where it now rests in its special room.

The books themselves, though only

some twelve hundred in number, were obviously chosen with care for both title and edition. It is therefore not only a collection of good books but a well rounded collection representative of the man, his family, and their times.

Mr. Clemons presents his story clearly and interestingly, with just enough romanticism to match the tale he is telling.

The *Guide to General Books* appeared in its first issue November 15, 1956. In the masthead, "general books" are defined as "books of wide general interest for the college and university library, books which cut across the lines of academic disciplines, and books which, though not peculiar to a particular college curriculum, are significant in their own right."

The selections are made by six librarians, Dewey E. Carroll, Thomas E. Crowder, Evan Ira Farber, Guy R. Lyle, Marella Walker, and Ruth Walling, who are recommending books "based on a regular reading of reviews in some fifty journals commonly subscribed to by college and university libraries." Each annotation (8 or 10 lines) is an extract from the librarian's recommendation of the title and is followed by references to the reviews read. The first issue contained twenty-eight

(Continued on page 36)



... VARIA

PERSONAL

Gustave A. Harrer, associate order librarian, University of Tennessee, has accepted the post of chief of acquisitions, Stanford University Libraries, effective April 1, 1957. Dr. Harrer has been the member of the Editorial Board of the *Southeastern Librarian* from Tennessee and has conducted the "Books" Section. He will be sorely missed in the Southeast.

Virginia McJenkin, director of libraries for the Fulton County Schools, has been named Atlanta's Woman of the Year in Education for 1956. The WOTY committee in citing her said: "For the past 15 years Miss McJenkin has won success and distinction in her planning, development and administration of a model system of school library service. She has won national and international recognition for her work, and visitors from all over the United States, as well as foreign countries, come to Atlanta to study the system she has developed."

John David Marshall, head of the Reference Department of the Alabama Polytechnic Institute Library, served on the ('56) annual *Library Journal* Reference Checklist Committee. The purpose of the committee, whose chairman is Louis Shores, is to provide librarians with a list of the year's output in reference books.

Wilbur Hembold has been appointed librarian of Howard College, effective May 1, 1957. Mr. Hembold

holds degrees from Howard College and Duke University.

Evelyn Day Mullen, former director of the Alabama Public Library Service Division, resigned on February 25, to accept appointment as one of the three Library Extension Specialists in the Services to Libraries Branch of the U. S. Office of Education.

Sybil Baird, Indian Springs School, Helena, Alabama, is editor of the recently published *Alabama Library Association Handbook and Conference Manual*. The work lists functions and duties of all standing committees and includes a brief history, list of past presidents, and meeting places of the Association.

Mrs. Laura Gaines Sprott is the new president of the Alabama Association of School Librarians. She is a former president of the Alabama Education Association.

Robert K. Johnson, head of technical processes at the Air University Library, has been awarded the Ph.D. degree by the University of Illinois.

James A. Graves, librarian, U. S. Public Health Service Hospital, Lexington, Kentucky, is president of the recently organized Lexington Librarians Association. The other officers are: Roscoe Pierson, librarian, College of the Bible, vice-president; Mrs. Frances Wright, bookmobile librarian, Lexington Public Library, secretary; and Mrs. Rena Ferguson, librarian, Yates School, treasurer.

E. J. Humeston, Jr., head of the Department of Library Science, Uni-

versity of Kentucky, is now president of the Kentucky Library Association. Other officers elected at the annual conference are: Virginia C. Jones, librarian of the Children's Department, Carnegie Library, Paducah, first vice-president; Susan A. Schultz, librarian, Asbury Theological Seminary, Wilmore, second vice-president; Mrs. Marian S. Veath, librarian, University of Kentucky School of Pharmacy, Louisville, treasurer; and Emily Huston Dawson, research librarian, Legislative Research Commission, Frankfort, secretary.

The appointment of Nella Bailey as Supervisor of Library Services in the Kentucky Department of Education, Frankfort, was announced on January 19 by the Superintendent of Public Instruction, Robert R. Martin. Miss Bailey, who began her official duties on January 22, is a graduate of Eastern Kentucky State College and holds an M.A. degree in Library science from the University of Kentucky. She went to the state department from Lafayette Junior High School, Lexington.

Margaret F. Willis was named director of the Kentucky Library Extension Division, by Governor Albert B. Chandler on February 11. Miss Willis has been acting director since August, 1956. She joined the staff of the Library Extension Division in January, 1955, as co-ordinator of extension services, after serving as head of the circulation department of the Louisville Free Public Library from 1943 to 1955. Miss Willis is an American Library Association council member from Kentucky, a past president of the Kentucky Library Association and is now serving as chairman of the Library Services Planning Committee of the Association.

Estellene P. Walker, director of the South Carolina State Library Board,

is a member of the Advisory Committee to the U. S. Office of Education on the Library Services Act.

John W. Boyd, formerly of the Alabama Polytechnic Institute Library, was recently appointed assistant reference librarian at the McKissick Library, University of South Carolina.

Mrs. Patsy Lee Garner Householder, who last fall received the \$100 scholarship awarded by the South Carolina High School Library Association, has finished her studies at the University of South Carolina and has begun work as librarian at the University High School. The South Carolina High School Library Association award is for undergraduate study in the field of library science at the junior or senior level. If the student goes into library work in South Carolina, there is no repayment of the scholarship.

Nelle Barmore, head librarian of the Communicable Disease Center, U. S. Public Health Service, Atlanta, died on February 15. A native of Atlanta, Miss Barmore had held various responsible positions before going to the Center in 1946.

Mrs. Elizabeth House Hughey, North Carolina State librarian, has been appointed a member of the Governor's Co-ordinating Committee on Aging by Governor Luther Hodges.

Marjorie Beal, former director of the North Carolina Library Commission, has been named acting librarian of the Haywood County Library, Waynesville, North Carolina.

Dorothy Scofield, a branch librarian of the Atlanta Public Library, joins the ranks of librarian-authors with the publication by Longman Green of her book, "The Shining Road." This title for teen-agers will appear in the Spring.

Mrs. Marjorie Atkinson has been

appointed assistant librarian of the Montgomery (Alabama) County Library. Mrs. Atkinson was graduated from the Florida State University School of Library Science in August, 1956.

Carrie Lougee Broughton, former State Librarian of North Carolina, died on January 29 following a brief illness. She was associated with the State Library for 54 years, and since 1917 until her retirement on June 30, 1956, was State Librarian. She was the first woman to head an office in the State government of North Carolina.

Andrew H. Horn has resigned the librarianship of the University of North Carolina, effective June 30, to return to California as librarian of Occidental College. His going is a great loss to the profession of librarianship in the Southeast, for he has made an enviable record during the three years he has been at Chapel Hill.

Mrs. Bessie Vestal became assistant librarian at the High Point (N. C.) Public Library on December 1, 1956. Mrs. Vestal was formerly employed in the county system of the Greensboro (N. C.) Public Library.

Mrs. Mary Slinger Waddell, Third Army librarian, Fort McPherson, Georgia, has been awarded an "Outstanding" civil service performance rating in ". . . in recognition and appreciation of outstanding performance of assigned duties." During 1955, the year for which the "Outstanding" rating was given, Third Army libraries under Mrs. Waddell's direction won two of the top five places in the world-wide Army Library Publicity Contest.

Lou S. Shine, a member of the staff of the Wilson Library, University of North Carolina, from 1937 until 1953, died on January 12. She had served

in the circulation department, the catalog department, and as librarian of the General College prior to her retirement.

Frances Kaiser who is in charge of inter-library loans at the Price Gilbert Library, Georgia Institute of Technology, is the first recipient of the Dogwood Award, made by the Georgia Chapter of the Special Libraries Association.

Richard B. Harwell, well-known throughout the Southeast for both his historical writings and librarianship became Executive Secretary of the Association of College and Reference Libraries on March 1. A graduate of Emory University, Mr. Harwell has served as assistant librarian at Emory, executive secretary of the Georgia-Florida Committee for planning Research Library Cooperation and its successor the Southeastern Inter-library Research Facility, and head of the publications Division of the Virginia State Library.

Mary Elizabeth Hughes, former assistant in the Documents Department, Wilson Library, University of North Carolina, became documents librarian at Stanford University on February 1. Miss Hughes completed her work towards a Master's Degree in Library Science at the University of North Carolina in December.

The Mississippi State College Library has announced the appointment of Tomma Nan Hill, graduate of the Florida State University Library School as assistant circulation librarian; and Mrs. Sally Ann Koenig, graduate of the Library Science Department of Mississippi State College for Women, as assistant catalog librarian.

Dean Lueile Kelling of the School of Library Science, University of North Carolina, has been invited to serve as a judge for the Army-wide

Library Publicity Contest to be held in Washington, D. C., on April 8. The purpose of the contest, which is sponsored by the Office of the Adjutant General, is to stimulate Army librarians and Special Services Officers in the production of better library publicity.

Mr. Raymond Smith, formerly of the Schenectady (New York) County Public Library, assumed his duties as librarian of the (Virginia) Eastern Shore Public Library Demonstration on March 1. This Library Demonstration opened for business at Accomac on January 16 and in its first twenty-three days it circulated 2,525 books. Of this total more than half was borrowed from the bookmobile. Miss Florence M. Yoder, extension librarian, who helped to get the Demonstration off to a flying start, stated that the Virginia State Library and all other friends of the library movement were delighted at the reception it had received from the people of Accomac and Northhampton Counties. Apparently they were book-hungry. Mrs. John Edmonds was acting librarian until the arrival of Mr. Smith. In addition to Smith the other staff members are: Mrs. Eugenia Dize, library assistant; Mrs. Benjamin Hunter, library assistant; and Paul F. Jones, bookmobile driver.

Tennessee Agricultural and Industrial State University Library has two recent additions to the professional library staff. Mrs. Tommie Morton Allen, B.A., Tennessee A&I. State University, 1951, M.A. in L.S., Peabody Library School, 1955, has been appointed reference librarian. Mrs. Jasa P. Pennington, A.B., Fisk University, 1947, M.S. in L.S., Western Reserve University, 1956, is circulation librarian.

Recent personnel changes at the University of Miami Library are as follows: Fern Federman, assistant

reference librarian, resigned on November 30 to be married. She was replaced by Leah Freeman, formerly with the Periodicals Department at Yale University. Frank Langer, also added to the staff as an assistant reference librarian, was formerly a member of the Ohio State University library staff. Helen Reday assumed her duties as assistant periodicals librarian on February 1. She was formerly employed in the St. Petersburg Public Library and is a graduate of FSU.

Patricia Joyee Coffman of Lebanon, Tennessee, has been appointed librarian of the Walter F. George School of Law at Mercer University, Macon, Georgia. Miss Coffman went to Mercer from the Vanderbilt University Law Library. She is a native of Birmingham, Alabama.

Recent resignations at the University of Mississippi are Mrs. Drucilla Barner, Mrs. Jimmie Callicoat, Mrs. Joan Crenshaw, and Mrs. Hazel Kinney. Five new members recently added to the staff are Mrs. Ann Land, Mrs. Charlotte Dale, Mrs. Obion Fagan, Arah Hudson, and Mrs. Elizabeth Young.

Sykes Hartin, director of libraries, University of Mississippi, acquired the Ph.D. degree last June from the University of Michigan. His thesis, *The Southeastern United States in the Novel Through 1950, A Bibliographic Review*, is concerned with novels having a Southeastern regional setting.

Marie Thornton, head cataloger of the Mobile Public Library, and Curtis R. Skipper of Mobile were married in March. Mrs. Skipper is continuing in her present post.

Cynthia Burhans, B.S., University of Wisconsin and A.M.L.S., University of Michigan, joined the University of Georgia library staff on

February 11. She is assistant humanities librarian.

Miss Carroll Hart, serials cataloger at the University of Georgia Library, resigned on April 7 to accept a position with the State Department of Archives and History in Atlanta. She had been on the University library staff for thirteen years.

Wilmer Lee Hall, 71, Virginia State Librarian from 1934 to 1946 and director of publications for the Virginia State Library from 1946 until his retirement on July 1, 1956, died on Friday, January 25 at his home in Richmond.

A native Virginian, Dr. Hall received academic degrees from Randolph-Macon College and the University of Chicago. He served the State Library a total of thirty-seven years because in addition to holding the positions previously mentioned, he was assistant state librarian from 1920 to 1934 and head cataloger from 1912 to 1913. He was also sub-librarian of the New York State Library at Albany for four years.

Dr. Hall was president of both the Virginia Library Association and the National Association of State Libraries from 1936 to 1937. He edited several books, including *Bibliography of Virginia*, Parts IV and V, *Executive Journals of the Council of Colonial Virginia*, Volume V, and the *Vestry Book of the Upper Parish of Nansemond County*.

THIS AND THAT

The Carol M. Newman Library of the Virginia Polytechnic Institute has been designated as a depository for all unclassified material published by the Atomic Energy Commission.

The 1957 annual convention of the South Carolina Library Association

will be held at the Fort Sumter Hotel, Charleston, on October 25-26.

The latest addition to the long roll of private presses in Lexington, Kentucky, is the High Noon Press. Operated during the lunch hour by Nancy Chambers and Mrs. Mary Voorhees in the basement of the Margaret I. King Library, the Press has issued its first imprint, a handsome edition of *The Marriage of Cock Robin and Jenny Wren*.

The Alabama Library Association is now offering a group insurance plan to its membership. Miss Jimmy McWhorter is chairman of the Alabama Library Association Insurance Committee.

Howard College will move to its new campus on Lakeshore Drive during the summer. One of the new buildings is the \$811,929 library which was designed by E. B. Van Keuren. Frederick Kuhlman was the library consultant.

The 1957 Kentucky Library Association annual conference will be held in Paducah, October 17, 18 and 19, with headquarters at the Hotel Irvin Cobb. Virginia C. Jones, first vice-president of K.L.A. is chairman of the program for the conference.

The University of Louisville's new library was featured in the *Courier-Journal's Magazine* on February 3, in a story by Walter Creese, acting head of the Allen R. Hite Art Institute. Twelve color photos showed many of the outstanding features of the new building. Architecturally, the new library has borrowed from the sky-scraper, the factory and the open-shelf store. Equally interesting to librarians is the emphasis on efficiency of control shown throughout, the two level arrangement with principal reading rooms all on one floor, the proximity of reserve and main desks, the location of listening booths, and

the lecture lounge. Evelyn J. Schneider, librarian, was one of the Kentucky librarians honored with a certificate of recognition at the University of Kentucky's Founders Day celebration on February 22.

The University of Kentucky Library and 47 Kentucky librarians shared honors at the university's 13th annual Founders Day program on February 22. David H. Clift, executive secretary of the American Library Association and a University of Kentucky graduate was principal speaker for the meeting. Special Founders Day plaques were presented to Mr. Clift and to Margaret I. King who directed the University Library from 1909 until her retirement in 1948. Certificates of recognition were awarded to 47 Kentucky librarians who have served 29 or more years in the profession.

The Workshop Committee of the Public Library Section of the South Carolina Library Association is making plans for a workshop for untrained assistants to be held in Columbia during the spring. George R. Linder, librarian of the Spartanburg Public Library is chairman of the committee. The Public Library Section is also working on standardization of circulation statistics in public libraries in the state. The Committee, of which Dorothy Smith of the Horry County Library is chairman, will make recommendations to the group at the next annual meeting.

The South Carolina State Library Board recently held a one day conference on reference materials and equipment at the McKissick Library, University of South Carolina, with the assistance of Alfred Rawlinson, university librarian, and Charles Stevenson, reference librarian. The meeting was attended by librarians from those libraries eligible to par-

ticipate in the Reference Project under the South Carolina State Library Board's expanded program of service to rural areas.

Nora Beust, specialist, School and Children's Libraries, Library Service Division, U. S. Office of Education, was the guest of the South Carolina school librarians in March at their meeting held in connection with the South Carolina Education Association. The school librarians are preparing revisions of the recommendations for elementary school libraries and Miss Beust worked with them on that project.

On January 25 and 26, fourteen Negro school librarians in South Carolina, one from each judicial circuit, met to study the use of student assistants in high schools. This was the second meeting held by this group and one other will be held on May 3 and 4. The schools of these librarians will serve as pilot schools for their judicial circuits.

The Public Libraries Section of the North Carolina Library Association, the School of Library Science of the University of North Carolina, and the North Carolina State Library sponsored a workshop at the Public Library of Charlotte and Mecklenburg County on February 28 and March 1. Study and discussion centered around the principles presented in *Public Library Service: A Guide to Evaluation With Minimum Standards*, by a Committee of the American Library Association. The keynote speaker was Dan Lacy, managing director of the American Book Publishers Council. Walter Spearman, professor of journalism, University of North Carolina, served as moderator of the interrogator's panel; and Ruth Warneke, director, Library-Community Project, ALA, served as consultant.

J. Walter Lambeth, former United States Congressman from North Carolina, recently presented Duke University with a substantial fund for developing in the library a "J. Walter Lambeth Collection" of books to increase our knowledge of world problems and to promote international understanding. In addition to this gift, which was made in commemoration of the 100th anniversary of the birth of Woodrow Wilson, Mr. Lambeth has bequeathed to the library his official correspondence, papers, documents and about one thousand books.

The new and modern Transylvania County Library, Brevard, N. C., was dedicated on January 20. Late in 1955 a campaign to raise \$20,000 for a new building was launched by a special citizens committee. Hundreds of individuals contributed, and early last year the contract was let for \$18,420.

The Pasquotank County Library in Elizabeth City, N. C., has been moved into its new quarters, the renovated Robinson House which was a gift from the family. The official opening ceremony was observed on Sunday afternoon, December 9. After the formal program was presented, there was a tour of the library and grounds.

Evaluation of Sets of Books for School Libraries, Publication No. 311 of the North Carolina State Department of Public Instruction, was revised during 1956, under the direction of Cora Paul Bomar, state school library adviser, with the assistance of Ruth Stone, librarian of the Walter Williams High School, Burlington, N. C., and Eunice Query, professor of library science, Appalachian State Teachers College, Boone, N. C.

In December of 1956 a Book Reviewing Project was initiated in North Carolina, under the sponsor-

ship of the state school library adviser, the School Librarians' Section of the North Carolina Education Association, and the School and Children's Section of the North Carolina Library Association. The project has as its purpose "the evaluation of current book publications in the field of literature for children and young people." Seven reviewing regions have been set up in the state, with a chairman for each region and a committee of reviewers (comprised of school librarians, children's librarians, and library supervisors). Review copies of current publications are supplied at regular intervals to the seven regional committees by the state school library adviser's office. Book reviews obtained from the committees will be distributed in mimeographed lists, and book lists and bibliographies of recommended titles in special areas will be compiled from time to time.

On January 9, Charles F. Carroll, North Carolina State Superintendent of Public Instruction, called a Conference on School and Public Library Relationships, prompted by expansion of library services in North Carolina due to rapid increase in the number of school libraries and to recent Federal aid to public libraries. In addition to the state school library adviser and other members of the Department of Public Instruction, and members of the North Carolina State Library staff, the conference was attended by representatives from the following groups: school superintendents, school principals, instructional supervisors, library supervisors, school librarians, and public librarians. The Conference was most effective in clarifying points of view and areas of responsibility, and in suggesting better ways of working together.

A gift of \$250,000 for expansion of

the college library building has been made to Davidson College by an unnamed North Carolina foundation. The expansion of the building will begin as soon as architect's plans and bidding have been completed.

District Student Assistants Library Associations sent delegates to the Rock Eagle 4-H Club Center on March 29-30 to plan for a state-wide organization. Elizabeth Jones, librarian, College Park High School, College Park, Georgia, is the chairman of the Georgia Library Association Committee which serves as official sponsor.

Preliminary work has begun on plans to expand the Macon, Georgia, library system. Top priority on the program is the expansion of Washington Memorial Library by building an addition to the rear of the present building. Also planned is an addition to Price Library for offices and administrative services. These additions were recommended in the recent survey of library services made by Clarence R. Graham. The City of Macon has allotted \$100,000 to begin the financing of this program.

The Miami University Library has received an additional gift of \$10,000 to strengthen its holdings in Business Administration. This brings the total to \$45,000 contributed by the same donor for the purpose of developing resources in support of the School of Business Administration over the past three years.

A model of the proposed new library building for St. Petersburg, Florida, has been constructed. It is being exhibited throughout the City as an aid in procuring passage of the bond issue providing funds for the library's construction.

The professional staff of the Division of Instructional Materials and Library Service, Georgia State Department of Education, is sponsoring

a Great Books Discussion Group for the professional staff of the State Department of Education. Attendance at these weekly meetings has been steady and enthusiastic.

The Dawson (Georgia) Library celebrated its fiftieth anniversary in November. A special series of programs were prepared to mark the occasion and to present the accomplishments of the library over the years. For many years it operated as the Dawson Carnegie Library, then it became headquarters for the Terrell-Calhoun-Lee Regional Library. Mrs. S. J. Smith, director of the Regional Library, wrote a three-act pageant depicting the growth of the library and showing its many services. This pageant was presented by the Terrell High School Library Assistants under the supervision of Mrs. Lila Brim, school librarian. It was given before the Lions Club, the Rotary Club, the PTA, and other service organizations in the area.

The Alabama Library Association has cut on loan more than \$2,000.00 in scholarships to students in library school. Dewey Franklin Pruett, the recipient of the latest award, is completing his degree at the University of North Carolina.

One of the newest, if not the newest, public library buildings in Alabama was dedicated last October 21 when the Fayette Memorial Library was officially opened. This new, modern, debt-free building resulted from the efforts of the Progress Club, Inc., which led the town and county in their endeavors to get the building.

The Birmingham (Alabama) Public Library was recently given a complete microfilm copy of the *New York Times*. Library Director Fant Thornley called this anonymous gift the most significant donation in recent years.

The City of Montgomery, Alabama,

has acquired part of the land for its new library building and art museum building. The buildings are assured by the recent bond issue vote which earmarked a million dollars for these two buildings.

Clifton Waller Barrett of New York City has given to the Alderman Library, University of Virginia, his entire collection of Bret Harte books and manuscripts. In addition, Mr. Barrett is presenting his collection of manuscripts and first editions of James Branch Cabell, and the original manuscript of Stephen Crane's *The Red Badge of Courage*, at present on exhibition at Columbia University. These gifts will be housed in the new Barrett Room of the Alderman Library, plans for which are now being prepared by Dean Thomas FitzPatrick, of the School of Architecture.

Martin College (Martin, Tennessee) trustees on January 3, 1957, sealed a cornerstone for the new \$275,000 administration building which is scheduled for completion in early spring of this year. The library will be housed on the second floor of this new building and will have more than three times the space that the present library facilities now have. Since the destruction of the library by fire last January, over two thousand volumes have been processed and are now on the shelves.

On Sunday, January 6, Horace H. Hull, vice-president of the Board of Directors of the Memphis Public Library, presented the new Randolph Branch to Mayor Edmund Orgill. The mayor accepted the key "on behalf of the taxpayers of Memphis," and went on to mention the fine work done by William M. Randolph, member of the first board of directors of downtown Cossitt Library. It is for him that the branch is named. His son, Wassell Randolph, is now

president of the board for the Memphis library system.

The Tennessee Library Association will hold its annual convention in Nashville, March 21-23, at the Andrew Jackson Hotel. Guest speakers are to be the James L. Bomar, speaker of the Tennessee House of Representatives; Richard Harwell, executive secretary, ACRL; and William O. Steele, Tennessee author.

The Knoxville Public Library's Murphy Branch was formally opened on November 1, 1956. Formerly located in a small store building, the new branch is housed in a modern brick structure located between Knoxville College and the College Homes Housing Project for Negroes. Mrs. Irene Hansbrough, a Knoxville College graduate, is branch librarian. The new branch library is named for the late A. B. Murphy, a prominent Negro citizen. At his death in 1926, the small store building just vacated by the library was willed to the American Missionary Society. In 1930 it was made available to the City Library System for a branch library. In 1945, the AMS deeded the site to the Library's Board of Trustees. In 1955, the old site was sold and the proceeds, together with \$24,000 appropriated by the City of Knoxville, applied to construction of the new building.

The Alabama Library Association will hold its annual conference in Tuscaloosa, April 11-13, at the new Hotel Stafford. Mrs. Jean L. Hoffman, librarian of the Woodlawn High School Library in Birmingham is president of the Association, and Mrs. Pauline Foster is chairman of the program committee.

The theme of the conference is the LIBRARY AND ITS FUTURE.

Some of the well-known people appearing on the program are: Senator Lister Hill, Lawrence Clark Powell, William Jesse, Lucile Nix, and Mrs. Christine Noble Govan.

The president extends a cordial invitation to librarians of the neighboring states of Florida, Georgia, Mississippi, and Tennessee to attend the convention.

Books

(Continued from page 26)

recommendations, the second, twenty-one. The titles are mature, primarily non-fiction, and represent almost every subject field. As a limited summary of reviews of outstanding titles, it should certainly be of interest to small college and public libraries which do not receive these reviewing

journals. The *Guide* will appear twice a month except for the summer months of June, July, and August. The price is \$3.00 a year and an initial subscription will end with the May 15, 1957, issue. Address inquiries to 2539 Tanglewood Road, Decatur, Georgia.

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